

Introduction - Grade 4 English-Language Arts

The following released test questions are taken from the Grade 4 English-Language Arts Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 4 English-Language Arts. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003. First on the pages that follow are lists of the standards assessed on the Grade 4 English-Language Arts Test. Next are released passages and test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
• Word Analysis	18	5
• Reading Comprehension	15	4
• Literary Response and Analysis	9	3
• Writing Strategies	15	5
• Written Conventions	18	2
TOTAL	75	19

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 4 English-Language Arts Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/statetests/star/> or <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.



READING

The Reading portion of the Grade 4 California English-Language Arts Standards Test has three strands/reporting clusters: Word Analysis, Reading Comprehension, and Literary Response and Analysis. Each of these strands/clusters is described below.

The Word Analysis Strand/Cluster

The following five California English-Language Arts content standards are included in the Word Analysis strand/cluster and are represented in this booklet by five test questions for grade 4. These questions represent only some ways in which these standards may be assessed on the Grade 4 California English-Language Arts Standards Test.

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- | | |
|---------------|--|
| 4RW1.0 | WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. |
| <hr/> | |
| 4RW1.2 | Vocabulary and Concept Development: Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. |
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| 4RW1.3 | Vocabulary and Concept Development: Use knowledge of root words to determine the meaning of unknown words within a passage. |
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| 4RW1.4 | Vocabulary and Concept Development: Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>). |
| <hr/> | |
| 4RW1.5 | Vocabulary and Concept Development: Use a thesaurus to determine related words and concepts. |
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| 4RW1.6 | Vocabulary and Concept Development: Distinguish and interpret words with multiple meanings. |
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The Reading Comprehension Strand/Cluster

The following six California English-Language Arts content standards are included in the Reading Comprehension strand/cluster and are represented in this booklet by four test questions for grade 4. These questions represent only some ways in which these standards may be assessed on the Grade 4 California English-Language Arts Standards Test.

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- 4RC2.0 READING COMPREHENSION:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).
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- 4RC2.1 Structural Features of Informational Materials:** Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
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- 4RC2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:** Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
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- 4RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:** Evaluate new information and hypotheses by testing them against known information and ideas.
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- 4RC2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:** Compare and contrast information on the same topic after reading several passages or articles.
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- 4RC2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:** Distinguish between cause and effect and between fact and opinion in expository text.
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- 4RC2.7 Comprehension and Analysis of Grade-Level-Appropriate Text:** Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).
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The Literary Response and Analysis Strand/Cluster

The following five California English-Language Arts content standards are included in the Literary Response and Analysis strand/cluster and are represented in this booklet by three test questions for grade 4. These questions represent only some ways in which these standards may be assessed on the Grade 4 California English-Language Arts Standards Test.

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|---------------|--|
| 4RL3.0 | LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. |
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| 4RL3.1 | Structural Features of Literature: Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. |
| <hr/> | |
| 4RL3.2 | Narrative Analysis of Grade-Level-Appropriate Text: Identify the main events of the plot, their causes, and the influence of each event on future actions. |
| <hr/> | |
| 4RL3.3 | Narrative Analysis of Grade-Level-Appropriate Text: Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. |
| <hr/> | |
| 4RL3.4 | Narrative Analysis of Grade-Level-Appropriate Text: Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales). |
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| 4RL3.5 | Narrative Analysis of Grade-Level-Appropriate Text: Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works. |
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WRITING

The Writing portion of the Grade 4 California English-Language Arts Standards Test has two strands/reporting clusters: Writing Strategies and Written Conventions. Each of these strands/clusters is described below.

The Writing Strategies Strand/Cluster

The following eight California English-Language Arts content standards are included in the Writing Strategies strand/cluster and are represented in this booklet by five test questions for grade 4. These questions represent only some ways in which these standards may be assessed on the Grade 4 California English-Language Arts Standards Test.

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- 4WS1.0 WRITING STRATEGIES:** Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
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- 4WS1.1 Organization and Focus:** Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
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- 4WS1.2 Organization and Focus:** Create multiple-paragraph compositions:
- 2) Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
 - 3) Include supporting paragraphs with simple facts, details, and explanations.
 - 4) Conclude with a paragraph that summarizes the points.
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- 4WS1.3 Organization and Focus:** Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
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- 4WS1.5 Research and Technology:** Quote or paraphrase information sources, citing them appropriately.
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- 4WS1.6 Research and Technology:** Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).
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- 4WS1.7 Research and Technology:** Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
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- 4WS1.8 Research and Technology:** Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
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- 4WS1.10 Evaluation and Revision:** Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
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The Written Conventions Strand/Cluster

The following seven California English-Language Arts content standards are included in the Written Conventions strand/cluster and are represented in this booklet by two test questions for grade 4. These questions represent only some ways in which these standards may be assessed on the Grade 4 California English-Language Arts Standards Test.

4WC1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.

4WC1.1 Sentence Structure: Use simple and compound sentences in writing and speaking.

4WC1.2 Sentence Structure: Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

4WC1.3 Grammar: Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

4WC1.4 Punctuation: Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

4WC1.5 Punctuation: Use underlining, quotations marks, or italics to identify titles of documents.

4WC1.6 Capitalization: Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

4WC1.7 Spelling: Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

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Read these two passages about changes. Think about how the passages are alike and how they are different.

The Purest Heart

A Story from China

- 1 In a forest in China, there lived a snake. The snake had a beautiful garden of flowers. One day the snake caught Chow Wing gathering the snake's flowers for his three daughters. The snake was angry. "Chow Wing," he hissed, "you must give me one of your daughters as a wife." Frightened, the man agreed.
- 2 At home, Chow Wing grew sick with worry. He could neither eat nor sleep.
- 3 "Please eat, Father," said his eldest daughter, Hua.
- 4 "I am too worried," he said. "Hua, will you marry the snake and save us?"
- 5 "You cannot ask me to marry a snake, Father!" said Hua, laughing. "He is so ugly, and I am beautiful. Everyone says so."
- 6 Next he turned to Fung, his middle daughter. "Fung, will you marry the snake?"
- 7 "Dearest Father," said Fung, sighing deeply. "This snake is so harsh. I cannot!"
- 8 The youngest daughter, Tao, stepped forward. "I will marry the snake," she said.
- 9 In the forest some days later, sweet Tao married the snake. She became a good wife, cleaning and cooking and always being kind and respectful to her husband.
- 10 One scorching summer afternoon, Tao returned from collecting water to find the snake dying from thirst. Quickly she plunged him into the cool water that she had brought. Before her eyes, he began to grow and change. When he had completed this change, he was a strong and handsome young man!
- 11 "Tao," he said. "A spell changed me into an ugly snake, but your love and kindness changed me back into my real self."
- 12 The happy couple visited Chow Wing, Hua, and Fung. How amazed they were! The sisters also felt pangs of envy, now that Tao was married to such a fine young man. Deep in their hearts, though, they knew that she was the one of pure heart, the only one who could have broken the evil spell.



Kapapitoe and the Lizard**A Story from Indonesia**

1 In an Indonesian jungle lived an old woman who had raised a lizard as if he were her son. One day the lizard said, "Please go to the house of seven sisters. Ask if one of the sisters will marry me."

2 The old woman went to the seven single sisters' house and asked the oldest to marry the lizard. The young woman laughed, saying, "Who would marry a lizard?"

3 Each day for a week, the old woman returned with bridal gifts and the marriage offer. One by one, six of the seven sisters refused. Finally she came to the youngest sister, Kapapitoe. "I will marry him," she said. A week later, the old woman returned with the bridal gifts and the lizard in a basket.

4 The six older sisters were cruel to Kapapitoe's lizard husband. After working in the jungle all day, they would clean their feet on his scaly back. As the planting feast of *Ta Datoe* approached, they said to him, "You may not go to this feast, for you are an ugly lizard." Kapapitoe was kind to her husband and hated the way her sisters treated him. As the youngest, though, she had no power over them.

5 The day before the feast, the lizard asked his wife to carry him into the jungle. There he used his long, slashing tail to cut trees and grass until he had cleared a field for planting. "There, now they will surely let me go to the planting feast tomorrow!" he said to Kapapitoe. Remaining cruel, the six sisters told him he was too revolting to be seen in their company.

6 On the day of the feast, Kapapitoe was ready to go to the river and wash. "Please take me to the river with you," said her husband, and so she did. The lizard went into the water. When he came out, he was a handsome young man dressed in fine clothes!

7 At the feast everyone asked, "Who is that handsome man with Kapapitoe?"

8 The old woman smiled and said, "It is her husband."

9 Oh, how jealous those six sisters were! They tried time and time again to steal Kapapitoe's husband from her, but he loved only his wife.



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- 1** These passages are *best* described as
- A modern-day science fiction stories.
 - B fables about animals who learn a lesson.
 - C myths that explain how things began.
 - D fairy tales from two different countries.
- 2** Read this sentence from “Kapapitoe and the Lizard.”

Remaining cruel, the six sisters told him he was too revolting to be seen in their company.

Which word is a *synonym* for revolting?

- A cheerful
- B disgusting
- C wonderful
- D cruel

- 3** In “Kapapitoe and the Lizard,” how did Kapapitoe’s six sisters show how much they disliked and disrespected the lizard?
- A They would not give him any food to eat or water to drink.
 - B They told Kapapitoe that she must leave their home with him.
 - C They cleaned their dirty feet by wiping them on his rough skin.
 - D They made him work hard all day, every day, in the jungle.
- 4** *Both the snake and the lizard change into men when they*
- A are in water.
 - B see water.
 - C drink water.
 - D say “water.”

Read these four passages about Kauai. Think about how the passages are alike and how they are different.

Kauai Island

SAMPLE A

KAUAI is the fourth largest island in Hawaii. Hawaii became the 50th state in 1959. Hawaii consists of eight major islands, in addition to more than a hundred smaller ones, and is located in the middle of the North Pacific Ocean. Kauai, located northwest of Oahu, is called the Garden Island. It was formed by volcanic activity and has many mountains and canyons. Because of its dramatic beauty, it has been used as a setting for motion pictures such as *South Pacific*, *King Kong*, and *Jurassic Park*. Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish *poi* is made. Kauai was an independent royal land until it became a part of the kingdom of Hawaii in 1810.

SAMPLE B

June 25, 1999

I had an amazing experience on the northern shore of Kauai today. We swam with Pacific Green Sea Turtles. They are called *honu* in Hawaii and are a symbol of knowledge and long life. A special guide took us to the protective reefs where the turtles spend time. Under her guidance, we learned how to use the snorkeling equipment that allowed us to be underwater and breathe air from above through a tube. But snorkeling wasn't all she knew about! She was a marine biologist, so she knew all about the creatures of the ocean. She led us safely through our adventure and told us many interesting things about what we saw. When I saw the first turtle, my heart was pounding. I was so excited! We were not allowed to touch them, but it was enough just to be near these gentle and graceful creatures. We swam among thousands of colorful fish, and we saw octopuses and eels. What a special day!

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SAMPLE C

The Unique Beauty of Hawaii's Garden Island

Kauai offers some of the most spectacular scenery in the world and many ways to enjoy it.

Waimea Canyon is known as the Grand Canyon of the Pacific. You can view it from the lookout or explore its tropical wonders up close.

Speaking of exploring, Koke'e State Park has over four thousand acres and 45 miles of trails. The amazing variety of sights in this park even includes California redwood forests! Of course, this is in addition to an abundance of tropical flora and fauna.

The NaPali Coast is one of the most amazing stretches of coastline on the planet. You have to see it to believe it!

SAMPLE D

Hawaiian Shave Ice

A special treat enjoyed by children in the Hawaiian Islands on warm, sunny afternoons is shave ice flavored with delicious fruit syrup.

Shave ice comes in many tasty fruit flavors. Do you think you'll have trouble choosing just one? Then select our Rainbow Shave Ice! You can taste many flavors at once. You might even want to try a Super Shave Ice, which comes complete with a scoop of creamy vanilla ice cream at the bottom!

**Come to Kalima's on Kauai
and enjoy this refreshing tropical treat today!**

- 5** Read this sentence from Sample A.

Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish poi is made.

In which sentence does the word dish have the same meaning that it has in the sentence above?

- A Mountain climbing is not exactly my dish.
- B Her favorite dish is mashed potatoes with garlic.
- C Connor accidentally broke the dish he made in art class.
- D Jasmine's family has replaced its cable television service with a dish.

- 6** Read this part of a sentence from Sample B.

Under her guidance, we learned how to use the snorkeling equipment . . .

The root word in guidance means

- A to be interested.
- B to work quickly.
- C to give direction.
- D to try again.

- 7** Which samples tell about things you might eat in Hawaii?

- A Samples A and B
- B Samples B and C
- C Samples A and D
- D Samples B and D

- 8** Which fact about Sample B helps you know that it is a journal entry instead of a letter?

- A It has a date at the beginning.
- B It doesn't have a greeting or closing.
- C It has only one paragraph.
- D It doesn't have pictures or illustrations.

- 9** You can tell from the title of Sample C that the author is *probably* going to

- A tell about a news event.
- B describe a place.
- C persuade you to buy something.
- D teach you how to make a craft.

- 10** Information in *all* of the samples supports the idea that

- A Kauai has lovely state parks.
- B swimming is a popular pastime on Kauai.
- C Kauai is an enjoyable place to visit.
- D many crops are grown on Kauai.

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The following questions are not about a passage. Read and answer each question.

- 11** Here is an entry from a thesaurus.

sturdy, *adj.* 1. healthy, fit
2. husky, tough
3. well-built, solid, long-lasting
4. stubborn
5. brave, courageous, valiant

You can tell from this thesaurus entry that someone who is valiant

- A is wealthy.
- B gives up too easily.
- C has a lot of courage.
- D is in good health.

- 12** Read this sentence.

Mom inspected my room after I cleaned it.

The word inspected contains the Latin root spect. What does spect mean?

- A use
- B look
- C take
- D need

The following is a rough draft of a student's report, which may contain errors.

The California Gold Rush

(1) The California Gold Rush of 1849 attracted people from countrys all over the world. (2) Men and women came to the state in hopes of finding gold and becoming rich overnight. (3) As one gold miner said in his journal, "my dream is to find gold so that I can make a new life."

(4) People's dreams did not always come true exactly as they had hoped. (5) In the first place, the trip was very hard to make. (6) People who came from the eastern United States faced a long trip across the country by covered wagon. (7) People who came from Europe found that it took at least six months to travel by ship to San Francisco. (8) There was no Panama Canal; they had to go all the way around Cape Horn at the southern tip of South America. (9) It was a dangerous journey. (10) Then, once they got to California, most people found that mining was a hard life. (11) It turned out that few people actually made money by mining for gold. (12) People would spend a short time in the mines. (13) Then most of them went to the cities. (14) San Francisco and Sacramento were growing cities then, full of excitement and opportunities for jobs.

(15) People who hadnt found any gold in the mines were paid in gold for their work.

(16) Most of the people who came to California could make a better living doing other work than they could mining for gold. (17) After a while, some people decided to make the long trip home. (18) Some traveled east to see more of the country. (19) Others chose to remain in California and become part of its history.

13 Which underlined word is *not* spelled correctly?

- A from countrys
- B southern tip
- C traveled east
- D paid in gold

14 Which sentence would *best* support the ideas in sentence 9?

- A Travelers, who liked long journeys, were happy.
- B Cape of Good Hope is at the southern tip of Africa.
- C A Spanish explorer named Balboa discovered Panama.
- D Travelers often experienced stormy weather and rough seas.

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15 How should the underlined words in sentence 15 be correctly punctuated?

- A who hadn't found any gold
- B who had'not found any gold
- C who hadn't found any gold
- D Leave as is.

16 To conclude this report, the student should include a paragraph that

- A summarizes the most important ideas from her earlier paragraphs.
- B gives more details about the gold miner in the first paragraph.
- C adds facts and ideas that she forgot to include earlier.
- D presents ideas for other reports that could be written.

The following is a rough draft of Carrie's report, which may contain errors.

Got Paper? Thank the Chinese

- 1 Most of us take paper for granted although we use it all the time. We use it to clean. We paint it and decorate with it. We wrap presents in it and fold it into many shapes. Practically everything we read or write is on it. We even fly it. Most of us, however, never consider how paper came to be.
- 2 The Chinese discovered how to make paper thousands of years ago. They used thin layers of wet fibers. These fibers came from materials such as bamboo, jute, and straw. The Chinese also used fibers from rags.
- 3 Paper gets its name from the Egyptians. They made paper-like sheets from the papyrus plant. The Arabs learned how to make paper from the Chinese. They introduced paper to Europeans during the 1200s. The first paper mill was built in Italy in 1270. It wasn't until 1690 that the first paper mill was built in the United States. This mill was located in Germantown, Pennsylvania.
- 4 Today logs that aren't good for lumber are often used to make paper. Wood pulp is the main ingredient in making paper. Sometimes minerals are also added. The minerals help improve the quality of the paper. They make it smoother and easier to print on.
- 5 In spite of computers, radio, and television, the demand for paper products is still great. Seventy-one million tons of paper are used in the United States each year. The United States, in fact, is one of the top three paper-producing countries in the world.
- 6 Little did the Chinese know that their discovery would be around for such a long time. The paper we use today doesn't look much like the paper the Chinese made. It isn't even made the same way. However, paper is an invention we couldn't do without.

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- 17** If Carrie added a sentence at the end of paragraph 5, it would *most* likely tell us
- A the other two top paper-producing countries.
 - B which minerals are now added to wood pulp.
 - C how paper is used in the radio and television industries.
 - D what role paper will have in the new computer age.
- 18** What detail should Carrie add to improve her report?
- A China is the largest country in the world.
 - B Germantown, Pennsylvania, is located near Philadelphia.
 - C Egypt is located on the continent of Africa.
 - D Chemical additives have also helped paper last longer.

- 19** If Carrie quotes an article when writing her report, her bibliography should include all of these *except* the
- A title of the article.
 - B page number of the article.
 - C author who wrote the article.
 - D date she read the article.

Question Number	Correct Answer	Standard	Year of Test
1	<i>D</i>	4RL3.1	2003
2	<i>B</i>	4RW1.2	2003
3	<i>C</i>	4RL3.3	2003
4	<i>A</i>	4RL3.2	2003
5	<i>B</i>	4RW1.6	2003
6	<i>C</i>	4RW1.3	2003
7	<i>C</i>	4RC2.5	2003
8	<i>B</i>	4RC2.1	2003
9	<i>B</i>	4RC2.3	2003
10	<i>C</i>	4RC2.5	2003
11	<i>C</i>	4RW1.5	2003
12	<i>B</i>	4RW1.4	2003
13	<i>A</i>	4WC1.7	2003
14	<i>D</i>	4WS1.3	2003
15	<i>A</i>	4WC1.4	2003
16	<i>A</i>	4WS1.2	2003
17	<i>A</i>	4WS1.10	2003
18	<i>D</i>	4WS1.10	2003
19	<i>D</i>	4WS1.5	2003